

# Every Child Ready Standards & Massachusetts Guidelines for Preschool Learning Experiences Alignment



# **Every Child Ready Standards & Massachusetts Guidelines for Preschool Learning Experiences Alignment**



## SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Strand	Standard	Every Child Ready Standard(s)
Self-Awareness Understanding and Expression of Emotions	SEL1: The child will be able to recognize, identify, and express his/her emotions.	<p><b>SE.1.AA</b> Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p><b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p><b>SE.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.</p> <p><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p><b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>SE.1.E</b> Identifies that they can have different emotions about the same situation.</p>
Self-Awareness Self-Perception/Self-Concept	SEL2: The child will demonstrate accurate self-perception.	<p><b>SE.3.AA</b> Responds to own name.</p> <p><b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.</p> <p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p><b>SOC.1.AA</b> Identifies and recognizes self and family members.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SOC.2.AA</b> Shows interest in a variety of familiar community members.</p> <p><b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p>

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Self-Awareness Self-Efficacy (Confidence/Competence)	<b>SEL3:</b> The child will demonstrate self-efficacy (confidence/competence).	<p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p><b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p><b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.</p> <p><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p><b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p>
Self-Awareness Self-Management	<b>SEL4:</b> The child will demonstrate impulse control and stress management.	<p><b>ATL.5.AA</b> Stops preferred activities with one on one assistance or coregulation.</p> <p><b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders.</p> <p><b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p><b>SE.2.AA</b> Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p><b>SE.2.A</b> Coregulates emotion with one-on-one adult support.</p> <p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p>



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<b>Social Awareness</b> Empathy	<b>SEL5:</b> The child will display empathetic characteristics.	<p><b>SE.4.AA</b> With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.</p> <p><b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p><b>SE.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p>
<b>Social Awareness</b> Recognition of Diversity and Demonstration of Respect for Others	<b>SEL6:</b> The child will recognize diversity and demonstrate respect for others.	<p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
<b>Relationship Skills</b> Interpersonal Communication	<p><b>SEL7:</b> The child will demonstrate the ability to communicate with others in a variety of ways.<sup>1</sup></p> <p><sup>1</sup>Part 1 of 2. Continues on page 5.</p>	<p><b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>

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Relationship Skills Interpersonal Communication	<p><b>SEL7:</b> The child will demonstrate the ability to communicate with others in a variety of ways.<sup>2</sup></p> <p><sup>2</sup>Part 2 of 2. Continued from page 4.</p>	<p><b>LL-LC.4.D</b> Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.</p> <p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p>
Relationship Skills Social Relationships	<p><b>SEL8:</b> The child will engage socially, and build relationships with other children and with adults.</p>	<p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
Relationship Skills Conflict Management	<p><b>SEL9:</b> The child will demonstrate the ability to manage conflict.</p>	<p><b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p><b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p>

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<b>Relationship Skills</b> Seeking and Offering Help	<b>SEL10:</b> The child will demonstrate the ability to seek help and offer help.	<p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p>
<b>Responsible Decision Making</b> Personal, Social, and Ethical Responsibility	<b>SEL11:</b> The child will demonstrate beginning personal, social, and ethical responsibility	<p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p>
<b>Responsible Decision Making</b> Reflection and Evaluation	<b>SEL12:</b> The child will demonstrate the ability to reflect on and evaluate the results of his/her actions and decisions.	<p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p>

## APPROACHES TO PLAY AND LEARNING

Sub-Strand	Standard	Every Child Ready Standard(s)
Approaches to Play and Learning Initiative, self-direction, and independence	APL 1: The child will demonstrate initiative, self-direction, and independence.	<p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p><b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p><b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.</p> <p><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p>
Approaches to Play and Learning Eagerness and Curiosity as a Learner	APL 2: The child will demonstrate eagerness and curiosity as a learner.	<p><b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers.</p> <p><b>LL-NC.5.B</b> Recognizes that informational texts are a source of information.</p> <p><b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p>
Approaches to Play and Learning Focus and Persistence	APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.	<p><b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.C</b> Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).</p> <p><b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction.</p> <p><b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>



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Approaches to Play and Learning Creativity	APL4: The child will demonstrate creativity in thinking and use of materials.	<p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
Approaches to Play and Learning Cooperative Play and Learning	APL5: The child will cooperate with others in play and learning.	<p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>

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Approaches to Play and Learning Problem Solving	APL6: The child will seek multiple solutions to a question, task, or problem.	<p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.</p> <p><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p><b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p><b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation.</p> <p><b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p><b>SC-SP.1.B</b> Observes and describes cause and effect.</p>
Approaches to Play and Learning Organizational Skills	APL7: The child will demonstrate organizational skills.	<p><b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p> <p><b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.</p> <p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p> <p><b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components).</p> <p><b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>
Approaches to Play and Learning Retain and Recall Information	APL8: The child will be able to retain and recall information.	<p><b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p> <p><b>ATL.9.A</b> Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p>

## ENGLISH LANGUAGE ARTS

Sub-Strand	Standard	Every Child Ready Standard(s)
Reading: Literature (RL) Key Ideas and Details	RL.PK.1 (MA). With prompting and support, ask and answer questions about a story or poems read aloud.	<p>LL-NC.1.AA Identifies characters in a simple story.</p> <p>LL-NC.1.A Identifies and describes the main character in a story.</p> <p>LL-NC.1.B Identifies the setting in a story.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.</p> <p>LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p>
Reading: Literature (RL) Key Ideas and Details	RL.PK.2. With prompting and support, retell a sequence of events from a story read aloud.	<p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.3.E With prompting and support, retells familiar stories, including key details.</p> <p>LL-BK.2.B Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
Reading: Literature (RL) Key Ideas and Details	RL.PK.3 With prompting and support, act out characters and events from a story or poem read aloud.	<p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>
Reading: Literature (RL) Craft and Structure	RL.PK.4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	<p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p>
Reading: Literature (RL) Craft and Structure	RL.PK.5. Show awareness of the rhythmic structure of a poem or song by clapping or movement.	<p>LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p>

## ENGLISH LANGUAGE ARTS

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Reading: Literature (RL)</b> Craft and Structure	<b>RL.PK.6.</b> With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.	<b>LL-BK.2.B</b> Uses illustrations to tell a familiar story. <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
<b>Reading: Literature (RL)</b> Integration of Knowledge and Ideas	<b>RL.PK.7.</b> With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	<b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. <b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.
<b>Reading: Literature (RL)</b> Integration of Knowledge and Ideas	<b>RL.PK.9.</b> With prompting and support, make connections between a story or poem and one’s own experiences.	<b>LL-NC.2.D</b> Makes inferences to answer simple “why” questions by using background knowledge and events in a text. <b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters’ actions.
<b>Reading: Literature (RL)</b> Range of Reading and Level of Text Complexity	<b>RL.PK.10.</b> Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	<b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud. <b>ATL.6.C</b> Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).
<b>Reading: Informational Text (RI)</b> Key Ideas and Details	<b>RI.PK.1.</b> With prompting and support, ask and answer questions about an informational text read aloud.	<b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.
<b>Reading: Informational Text (RI)</b> Key Ideas and Details	<b>RI.PK.2.</b> With prompting and support, recall important facts from an informational text after hearing it read aloud.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.D</b> Describes the relationship between an informational text and another text about a similar topic. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.
<b>Reading: Informational Text (RI)</b> Key Ideas and Details	<b>RI.PK.3.</b> With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).	<b>LL-NC.3.AA</b> Joins in acting out a book as it’s read aloud. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

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Sub-Strand	Standard	Every Child Ready Standard(s)
Reading: Informational Text (RI) Craft and Structure	<b>RI.PK.4.</b> With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	<b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.
Reading: Informational Text (RI) Craft and Structure	<b>RI.PK.6.</b> With prompting and support "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.
Reading: Informational Text (RI) Integration of Knowledge and Ideas	<b>RI.PK. 7.</b> With prompting and support, describe important details from an illustration or photograph.	<b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.
Reading: Informational Text (RI) Integration of Knowledge and Ideas	<b>RI.PK.9.</b> With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	<b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.
Reading: Informational Text (RI) Range of Reading and Level of Text Complexity	<b>RI.PK.10.</b> Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	<b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud. <b>ATL.6.C</b> Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).
Reading: Foundational Skills (RF) Print Concepts	<b>F.PK.1:</b> With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	<i>See the following F.PK.1.a. and F.PK.1.d. alignments.</i>
Reading: Foundational Skills (RF) Print Concepts	<b>F.PK.1.a.</b> Handle books respectfully and appropriately, holding them rightside-up and turning pages one at a time from front to back.	<b>LL-BK.1.A</b> Treats books with care. <b>LL-BK.1.D</b> Looks at books independently or with peers. <b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. <b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.





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Sub-Strand	Standard	Every Child Ready Standard(s)
Reading: Foundational Skills (RF) Print Concepts	<b>F.PK.1.d.</b> Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.	<b>LL-AK.1.AA</b> Identifies the first letter in their name. <b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name. <b>LL-AK.1.B</b> Identifies up to ten uppercase or lowercase letters. <b>LL-AK.1.C</b> Identifies up to 20 uppercase or lowercase letters. <b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters. <b>LL-AK.1.E</b> Identifies all 26 uppercase and lowercase letters in random order.
Reading: Foundational Skills (RF) Phonological Awareness	<b>F.PK.2.</b> With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>See the following <b>F.PK.2.a.</b>, <b>F.PK.2.b.</b>, and <b>F.PK.2.c.</b> alignments.</i>
Reading: Foundational Skills (RF) Phonological Awareness	<b>F.PK.2.a.</b> With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).	<b>LL-PA.3.AA</b> Imitates common sounds like a duck (quack, quack) or train (choo, choo). <b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." <b>LL-PA.3.B</b> Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." <b>LL-PA.3.C</b> Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" <b>LL-PA.3.D</b> Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." <b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.
Reading: Foundational Skills (RF) Phonological Awareness	<b>F.PK.2.b.</b> With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	<b>LL-PA.1.AA</b> Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. <b>LL-PA.1.A</b> Repeats compound words using visuals. <b>LL-PA.2.AA</b> Repeats one-syllable words or participates in games and word play involving one-syllable words. <b>LL-PA.2.A</b> Repeats multisyllabic words or participates in games and word play involving multisyllabic words.

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Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Reading:</b> <b>Foundational Skills (RF)</b> Phonological Awareness	<b>F.PK.2.c.</b> Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.	<b>LL-PA.4.AA</b> Listens to and repeats the correct beginning sounds. <b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs). <b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). <b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.
<b>Reading:</b> <b>Foundational Skills (RF)</b> Phonics and Word Recognition	<b>F.PK.3.</b> Demonstrate beginning understanding of phonics and word analysis skills.	<i>See the following <b>F.PK.3.a.</b> and <b>F.PK.3.c.</b> alignments.</i>
<b>Reading:</b> <b>Foundational Skills (RF)</b> Phonics and Word Recognition	<b>F.PK.3.a.</b> Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").	<b>LL-AK.2.AA</b> Produces the first letter sound in their name with teacher support. <b>LL-AK.2.A</b> Produces up to two letter sounds when shown uppercase or lowercase letters. <b>LL-AK.2.B</b> Produces up to five letter sounds when shown uppercase or lowercase letters. <b>LL-AK.2.C</b> Produces up to ten letter sounds when shown uppercase or lowercase letters. <b>LL-AK.2.D</b> Produces up to 15 letter sounds when shown uppercase or lowercase letters. <b>LL-AK.2.E</b> Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
<b>Reading:</b> <b>Foundational Skills (RF)</b> Phonics and Word Recognition	<b>F.PK.3.c.</b> Recognize their own name and familiar common signs and labels (e.g., STOP).	<b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. <b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room.
<b>Writing (W)</b> Text Types and Purposes	<b>W.PK.1.</b> Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen").	<b>LL-WR.1.A</b> Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. <b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation. <b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
<b>Writing (W)</b> Text Types and Purposes	<b>W.PK.2.</b> Use a combination of dictating and drawing to supply information about a topic. <sup>3</sup>  <sup>3</sup> Part 1 of 2. Continues on page 15.	<b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.

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Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Writing (W)</b> Text Types and Purposes	<b>W.PK.2.</b> Use a combination of dictating and drawing to supply information about a topic. <sup>4</sup>  <i><sup>4</sup>Part 2 of 2. Continued from page 14.</i>	<b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. <b>LL-WR.4.AA</b> Makes any mark on paper. <b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. <b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. <b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.
<b>Writing (W)</b> Text Types and Purposes	<b>W.PK.3.</b> Use a combination of dictating and drawing to tell a story.	<b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. <b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation. <b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. <b>LL-WR.1.D</b> Helps lead a shared writing experience with a teacher or peers. <b>LL-WR.4.AA</b> Makes any mark on paper. <b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. <b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. <b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.
<b>Writing (W)</b> Production and Distribution of Writing	<b>W.PK.6.</b> Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.	<b>LL-WR.1.E</b> Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
<b>Speaking and Listening (SL)</b> Comprehension and Collaboration	<b>SL.PK.1.</b> Participate in collaborative conversations with diverse partners during daily routines and play.	<i>See the following <b>SL.PK.1.a.</b> and <b>SL.PK.1.b.</b> alignments.</i>

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Sub-Strand	Standard	Every Child Ready Standard(s)
Speaking and Listening (SL) Comprehension and Collaboration	SL.PK.1.a. Observe and use appropriate ways of interacting <b>in a group</b> (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).	<b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
Speaking and Listening (SL) Comprehension and Collaboration	SL.PK.1.b. Continue a <b>conversation</b> through multiple exchanges.	<b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. <b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. <b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>LL-LC.4.D</b> Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>LL-LC.4.E</b> Modifies conversations based on the context or listener.
Speaking and Listening (SL) Comprehension and Collaboration	SL.PK.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g. watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	<b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures. <b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures. <b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures. <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures. <b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Speaking and Listening (SL) Comprehension and Collaboration	SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers.

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Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Speaking and Listening (SL)</b> Presentation of Knowledge and Ideas	<b>SL.PK.4.</b> Describe personal experiences; tell stories.	<b>LL-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word. <b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase. <b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases. <b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics. <b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence. <b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.
<b>Speaking and Listening (SL)</b> Presentation of Knowledge and Ideas	<b>SL.PK.5.</b> Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.	<b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
<b>Speaking and Listening (SL)</b> Presentation of Knowledge and Ideas	<b>SL.PK.6.</b> Speak audibly and express thoughts, feelings, and ideas.	<b>LL-LC.4.D</b> Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.1.E</b> Identifies that they can have different emotions about the same situation.
<b>Language (L)</b> Conventions of Standard English	<b>L.PK.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>LL-WR.5.D</b> Capitalizes the first letter in name. <b>LL-WR.5.E</b> Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark).



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Sub-Strand	Standard	Every Child Ready Standard(s)
Language (L) Conventions of Standard English	<b>L.PK.1.a.</b> Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10 (see prekindergarten mathematics standards for Counting and Cardinality).	<p><b>LL-LC.5.AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p><b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw.").</p> <p><b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball.").</p> <p><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.").</p> <p><b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.").</p> <p><b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.").</p> <p><b>M-NC.1.AA</b> Says number words in order from 1–2 from memory.</p> <p><b>M-NC.1.A</b> Says number words in order from 1–3 from memory.</p> <p><b>M-NC.1.B</b> Says number words in order from 1–5 from memory.</p> <p><b>M-NC.1.C</b> Says number words in order from 1–7 from memory.</p> <p><b>M-NC.1.D</b> Says number words in order from 1–10 from memory.</p>
Language (L) Vocabulary Acquisition and Use	<b>L.PK.4.</b> Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.	<p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in everyday language or the environment.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
Language (L) Vocabulary Acquisition and Use	<b>L.PK.4.a.</b> With guidance and support, generate words that are similar in meaning (e.g., <i>happy/glad, angry/mad</i> ).	<b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Language (L) Vocabulary Acquisition and Use	<b>L.PK.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>See the following L.PK.5.a. and L.PK.5.c. alignments.</i>
Language (L) Vocabulary Acquisition and Use	<b>L.PK.5.a.</b> Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).	<p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p>

## ENGLISH LANGUAGE ARTS

Sub-Strand	Standard	Every Child Ready Standard(s)
Language (L) Vocabulary Acquisition and Use	L.PK.5.c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
Language (L) Vocabulary Acquisition and Use	L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.

## MATHEMATICS

Sub-Strand	Standard	Every Child Ready Standard(s)
Counting and Cardinality (CC) Know number names and the count sequence	PK.CC.1. Listen to and say the names of numbers in meaningful contexts	M-NC.1.AA Says number words in order from 1–2 from memory. M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.
Counting and Cardinality (CC) Know number names and the count sequence	PK.CC.2. Recognize and name written numerals 0–10.	M-NC.5.AA Says the names of numerals 0–2 shown in random order. M-NC.5.A Says the names of numerals 1–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order.
Counting and Cardinality (CC) Count to tell the number of objects	PK.CC.3. Understand the relationships between numerals and quantities up to ten.	M-NC.6.AA Matches a set of objects with the number symbol to represent the set for quantities 0–2. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.

# MATHEMATICS

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Counting and Cardinality (CC)</b> Count to tell the number of objects	<b>PK.CC.4</b> Count many kinds of concrete objects and actions up to ten, recognizing the “one more”, “one less” patterns, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	<b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5. <b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10.
<b>Counting and Cardinality (CC)</b> Count to tell the number of objects	<b>PK.CC.5</b> Use comparative language, such as <i>more/less than, equal to</i> , to compare and describe collections of objects.	<b>M-NC.4.C</b> Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.D</b> Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.E</b> Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.
<b>Operations and Algebraic Thinking (OA)</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<b>PK.OA.1.</b> Use concrete objects to model real world addition (putting together) and subtraction (taking away) problems up through five.	<b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity. <b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set. <b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. <b>M-NC.7.C</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. <b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. <b>M-NC.7.E</b> Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10. <b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. <b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set. <b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left. <b>M-NC.8.C</b> Counts a set of 1–7 objects. Takes objects away and counts how many are left. <b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left.
<b>Measurement and Data (MD)</b> Describe and compare measurable attributes	<b>PK.MD.1.</b> Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., <i>long, short, tall, heavy, light, big, small, wide, narrow</i> ).	<b>M-M.1.AA</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”) using gestures or objects. <b>M-M.1.A</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”) and height terms (i.e., “taller,” “shorter”) using gestures or objects. <b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects. <b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering “How many scoops of sand fill a container?”

## MATHEMATICS

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Measurement and Data (MD)</b> Describe and compare measurable attributes	<b>PK.MD.2.</b> Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.	<b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.
<b>Measurement and Data (MD)</b> Classify objects and count the number of objects in each category	<b>PK.MD.3.</b> Sort, categorize, and classify objects by more than one attribute.	<b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. <b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
<b>Measurement and Data (MD)</b> Work with Money	<b>PK.MD.4.</b> Recognize that certain objects are coins and that dollars and coins represent money.	<b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.
<b>Geometry (G)</b> Identify and Describe Shapes (squares, circles, triangles, rectangles)	<b>PK.G.1.</b> Identify relative positions of objects in space, and use appropriate language (e.g., <i>beside, inside, next to, close to, above, below, apart</i> ).	<b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. <b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. <b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). <b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
<b>Geometry (G)</b> Identify and Describe Shapes (squares, circles, triangles, rectangles)	<b>PK.G.2.</b> Identify various two-dimensional shapes using appropriate language.	<b>M-GS.1.AA</b> Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.

## MATHEMATICS

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Geometry (G)</b> Analyze, Compare, Create, And Compose Shapes	<b>PK.G.3.</b> Create and Represent three dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as popsicle sticks, blocks, pipe cleaners, pattern blocks).	<b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). <b>M-GS.2.E</b> Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.

## SCIENCE AND TECHNOLOGY/ENGINEERING

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Earth and Space Sciences</b> ESS1 Earth's Place in the Universe	<b>PreK-ESS1-1 (MA).</b> Demonstrate awareness that the moon can be seen in the daytime and at night, and of the different apparent shapes of the moon over a month.  Clarification Statement: The names of moon phases or sequencing moon phases is not expected.	<b>SC-LES.3.AA</b> Points to and observes the sky. <b>SC-LES.3.A</b> Identifies objects in the sky, such as clouds, sun, moon, or stars. <b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.
<b>Earth and Space Sciences</b> ESS1 Earth's Place in the Universe	<b>PreK-ESS1-2 (MA).</b> Observe and use evidence to describe that the sun is in different places in the sky during the day.	<b>SC-LES.3.AA</b> Points to and observes the sky. <b>SC-LES.3.A</b> Identifies objects in the sky, such as clouds, sun, moon, or stars. <b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.
<b>Earth and Space Sciences</b> ESS2 Earth's Systems	<b>PreK-ESS2-1 (MA).</b> Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.	<b>SC-LES.4.D</b> Observes and describes habitats and life cycles.
<b>Earth and Space Sciences</b> ESS2 Earth's Systems	<b>PreK-ESS2-2 (MA).</b> Observe and classify non-living materials, natural and human made, in the local environment.	<b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things. <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.



## SCIENCE AND TECHNOLOGY/ENGINEERING

Sub-Strand	Standard	Every Child Ready Standard(s)
Earth and Space Sciences ESS2 Earth's Systems	<b>PreK-ESS2-3 (MA).</b> Explore and describe different places water is found in the local environment.	<b>SC-P.3.AA</b> Recognizes and explores water in its liquid form. <b>SC-P.3.A</b> Recognizes and explores water in its liquid and solid forms. <b>SC-P.3.B</b> Recognizes and explores water in its liquid, solid, and gas forms. <b>SC-P.3.C</b> Explains water in its three forms, such as how ice is frozen water. <b>SC-P.3.D</b> Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. <b>SC-P.3.E</b> Begins to discuss how and why water changes into different forms, such as the water cycle.
Earth and Space Sciences ESS2 Earth's Systems	<b>PreK-ESS2-4 (MA).</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.	<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.
Earth and Space Sciences ESS2 Earth's Systems	<b>PreK-ESS2-5 (MA).</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.  Clarification Statement: Descriptions of the weather can include sunny, cloudy, rainy, warm, windy, and snowy.	<b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather. <b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather. <b>SC-LES.2.C</b> Compares and contrasts the different seasons.
Earth and Space Sciences ESS2 Earth's Systems	<b>PreK-ESS2-6 (MA).</b> Provide examples of the impact of weather on living things.  Clarification statement: Make connections between the weather and what they wear and can do and the weather and the needs of plants and animals for water and shelter.	<b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. <b>SC-LES.2.E</b> Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.
Earth and Space Sciences ESS3 Earth and Human Activity	<b>PreK-ESS3-1 (MA).</b> Engage in discussion and raise questions using examples about local resources, (including soil and water) humans use to meet their needs.	<b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.

## SCIENCE AND TECHNOLOGY/ENGINEERING

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Earth and Space Sciences</b> ESS3 Earth and Human Activity	<b>PreK-ESS3-2 (MA).</b> Observe and discuss the impact of people's activities on the local environment.	<b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
<b>Life Science</b> LS1 From Molecules to Organisms: Structures and Processes	<b>Pre-K-LS1-1 (MA).</b> Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.  Clarification Statement: Examples can include comparison of humans having two legs and horses four, but both use legs to move.	<b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.
<b>Life Science</b> LS1 From Molecules to Organisms: Structures and Processes	<b>PreK-LS1-2 (MA)</b> Explain that most animals have five senses they use to gather information about the world around them.	<b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
<b>Life Science</b> LS1 From Molecules to Organisms: Structures and Processes	<b>PreK-LS1-3 (MA).</b> Use their five senses in their exploration and play to gather information.	<b>SC-SP.1.AA</b> Uses senses to observe the environment.
<b>Life Science</b> LS2 Ecosystems: Interactions, Energy, and Dynamics	<b>PK-LS2-1 (MA).</b> Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.	<b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants. <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants. <b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.

## SCIENCE AND TECHNOLOGY/ENGINEERING

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Life Science</b> LS2 Ecosystems: Interactions, Energy, and Dynamics	<p><b>PK-LS2-2 (MA).</b> Using evidence from the local environment to explain how familiar plants and animals meet their needs where they live.</p> <p>Clarification Statements:</p> <ul style="list-style-type: none"> <li>• Basic needs include water, food, air, shelter, and, for most plants, light.</li> <li>• Examples of evidence can include squirrels gathering nuts for the winter and plants growing in the presence of sun and water.</li> <li>• The local environment includes the area around the student's school, home, or adjacent community.</li> </ul>	<p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.</p>
<b>Life Science</b> LS2 Ecosystems: Interactions, Energy, and Dynamics	<p><b>PK-LS2-3 (MA).</b> Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.</p>	<p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p>
<b>Life Science</b> LS3 Variation of Traits	<p><b>PreK-LS3-1 (MA).</b> Use observations to explain that young plants and animals are like but not exactly like their parents.</p> <p>Clarification Statement: Examples of observations include puppies that look similar but not exactly the same as their parents.</p>	<p><b>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p>
<b>Life Science</b> LS3 Variation of Traits	<p><b>PreK-LS3-2(MA).</b> Use observations to recognize differences and similarities among themselves and their friends.</p>	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>

## SCIENCE AND TECHNOLOGY/ENGINEERING

Sub-Strand	Standard	Every Child Ready Standard(s)
Physical Science PS1 Matter and Its Interactions	<b>PreK-PS1-1 (MA).</b> Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.	<b>SC-P.3.A</b> Recognizes and explores water in its liquid and solid forms.
Physical Science PS1 Matter and Its Interactions	<b>PreK-PS1-2 (MA).</b> Investigate natural and human-made objects to describe, compare, sort and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.	<b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
Physical Science PS1 Matter and Its Interactions	<b>PreK-PS1-3 (MA).</b> Differentiate between the properties of an object and those of the material of which it is made.	<b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.
Physical Science PS1 Matter and Its Interactions	<b>PreK-PS1-4 (MA).</b> Recognize through investigation that physical objects and materials can change under different circumstances.  Clarification statement: Changes include building up or breaking apart, mixing, dissolving, or changing state.	<b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. <b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.
Physical Science PS2 Motion and Stability: Forces and Interactions	<b>PreK-PS2-1 (MA).</b> Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.	<b>SC-P.4.AA</b> Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. <b>SC-P.4.A</b> With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. <b>SC-P.4.B</b> With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object. <b>SC-P.4.C</b> With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.

## SCIENCE AND TECHNOLOGY/ENGINEERING

Sub-Strand	Standard	Every Child Ready Standard(s)
<b>Physical Science</b> PS2 Motion and Stability: Forces and Interactions	<p><b>PreK-PS2-2 (MA).</b> Through experience, develop awareness of factors that influence whether things stand or fall.</p> <p>Clarification statement: Examples of factors in children's construction play include using a broad foundation when building, considering the strength of materials, and using balanced weight distribution in a block building.</p>	<p><b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p><b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects.</p>
<b>Physical Science</b> PS4 Waves and Their Applications in Technologies for Information Transfer	<p><b>PreK-PS4-1 (MA).</b> Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.</p>	<p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p>
<b>Physical Science</b> PS4 Waves and Their Applications in Technologies for Information Transfer	<p><b>PreK-PS4-2 (MA).</b> Connect daily experience and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.</p>	<p><b>SC-P.2.AA</b> Identifies light and dark and explores shadows and reflections.</p> <p><b>SC-P.2.A</b> Demonstrates understanding that light can be used to see or illuminate things when it is dark.</p> <p><b>SC-P.2.B</b> Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.</p> <p><b>SC-P.2.C</b> Discusses how to manipulate light to create shadows and reflections.</p> <p><b>SC-P.2.D</b> Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on.</p>



## HISTORY AND SOCIAL SCIENCE

Sub-Strand	Standard	Every Child Ready Standard(s)
History	<b>PreK-K.1</b> Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H) A. Columbus Day B. Independence Day C. Martin Luther King, Jr. Day D. Presidents' Day E. Thanksgiving	<b>SE.5.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
History	<b>PreK-K.2</b> Put events in their own and their families' lives in temporal order. (H)	<b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. <b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports. <b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future. <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future. <b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future. <b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. <b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).
Geography	<b>PreK-K.3</b> Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G)	<b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.
Geography	<b>PreK-K.4</b> Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)	<b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. <b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).

## HISTORY AND SOCIAL SCIENCE

Sub-Strand	Standard	Every Child Ready Standard(s)
Civics and Government	<b>PreK-K.5</b> Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)	<b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures. <b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures. <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures. <b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.
Civics and Government	<b>PreK-K.6</b> Identify and describe family or community members who promote the welfare and safety of children and adults. (C)	<b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community. <b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
Civics and Government	<b>PreK-K.7</b> Demonstrate understanding that there are important American symbols by identifying A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance. (C)	<b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. <b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
Economics	<b>PreK-K.8</b> Give examples of different kinds of jobs that people do, including the work they do at home. (E)	<b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community. <b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
Economics	<b>PreK-K.9</b> Explain why people work (e.g., to earn money in order to buy things they want). (E)	<b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. <b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. <b>SOC.3.E</b> Discusses the purpose of saving money for a future purchase.

## HISTORY AND SOCIAL SCIENCE

Sub-Strand	Standard	Every Child Ready Standard(s)
Economics	<b>PreK-K.10</b> Give examples of the things that people buy with the money they earn. (E)	<b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.

## COMPREHENSIVE HEALTH

Sub-Strand	Standard	Every Child Ready Standard(s)
Physical Health	<b>1. Growth and Development.</b> Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and acquire skills to promote and maintain positive growth and development.	<b>SC-LES.4.D</b> Observes and describes habitats and life cycles.
Physical Health	<b>2. Physical Activities and Fitness.</b> Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and use principles of training and conditioning, learn biomechanics and exercise physiology, and apply the concept of wellness to their lives.	<p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.</p> <p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p> <p><b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p>

## COMPREHENSIVE HEALTH

Sub-Strand	Standard	Every Child Ready Standard(s)
Physical Health	<b>3. Nutrition.</b> Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.	<p><b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.</p> <p><b>PD.5.A</b> Recognizes and identifies a variety of different food.</p> <p><b>PD.5.B</b> Demonstrates understanding of types of food and preferences.</p> <p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p><b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.</p>
Physical Health	<b>4. Reproduction/Sexuality.</b> Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.	<b>SC-LES.4.D</b> Observes and describes habitats and life cycles.
Safety and Prevention	<b>1. Disease Prevention and Control.</b> Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and gain skills related to health promotion, disease prevention, and health maintenance.	<b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Safety and Prevention	<b>2. Safety and Injury Prevention.</b> Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, avoid, recognize, and report verbal, physical, and emotional abuse situations, and assess factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.	<p><b>PD.6.AA</b> Begins to recognize and accept help when following safety procedures.</p> <p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.</p> <p><b>PD.6.C</b> Independently follows safety procedures.</p> <p><b>PD.6.D</b> Understands and describes the importance of safety procedures.</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>

## COMPREHENSIVE HEALTH

Sub-Strand	Standard	Every Child Ready Standard(s)
Safety and Prevention	<b>3. Tobacco, Alcohol and Other Substances.</b> Students will acquire the knowledge and skills to be competent in making health-enhancing decisions about the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.	<b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Safety and Prevention	<b>4. Violence Prevention.</b> Students will learn how their actions affect others, understand the power that positive character traits can have in violence prevention, gain skills to report incidents of violence and hurtful behavior to adults in the school and community, avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.	<b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Personal and Community Health Information	<b>1. Consumer Health and Resource Management.</b> Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their families, and their communities.	<b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. <b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
Personal and Community Health Information	<b>2. Ecological Health.</b> Students will gain knowledge of the interdependence between the environment and human health and acquire skills to care for the environment.	<b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. <b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals. <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.

## COMPREHENSIVE HEALTH

Sub-Strand	Standard	Every Child Ready Standard(s)
Personal and Community Health Information	<b>3. Community and Public Health.</b> Students will learn the influence of social factors on health and contribution of public health and gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.	<b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play). <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play). <b>PD.6.D</b> Understands and describes the importance of safety procedures. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.

## THE ARTS

Sub-Strand	Standard	Every Child Ready Standard(s)
Dance	<b>1. Movement Elements and Dance Skills.</b> Students will identify and demonstrate movement elements and dance skills.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.
Dance	<b>2. Choreography.</b> Students will create movement compositions based on choreographic principles, processes, and forms.	<b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.
Dance	<b>3. Dance as Expression.</b> Students will demonstrate an understanding of dance as a way to express and communicate meaning.	<b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.



## THE ARTS

Sub-Strand	Standard	Every Child Ready Standard(s)
Dance	<b>4. Performance in Dance.</b> Students will rehearse and stage dance works.	<b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Dance	<b>5. Critical Response.</b> Students will describe and analyze their own dances and the dances of others using appropriate dance vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.
Music	<b>1. Singing.</b> Students will sing, alone and with others, a varied repertoire of music.	<b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
Music	<b>2. Reading and Notation.</b> Students will read music written in standard notation.	<b>C-ARTS.4.E</b> Creates and performs original music or songs for others.
Music	<b>3. Playing Instruments.</b> Students will play instruments, alone and with others, to perform a varied repertoire of music.	<b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
Music	<b>4. Improvisation and Composition.</b> Students will improvise, compose, and arrange music.	<b>C-ARTS.4.E</b> Creates and performs original music or songs for others.
Music	<b>5. Critical Response.</b> Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.

## THE ARTS

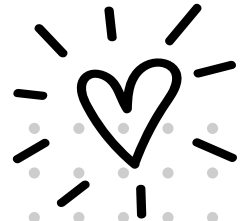
Sub-Strand	Standard	Every Child Ready Standard(s)
Theatre	<b>1. Acting.</b> Students will develop acting skills to portray characters who interact in improvised and scripted scenes.	<b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. <b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play. <b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.
Theatre	<b>2. Reading and Writing Scripts.</b> Students will read, analyze, and write dramatic material.	<b>LL-NC.1.AA</b> Joins in acting out a book as it's read aloud. <b>LL-NC.1.A</b> Describes one event from a familiar narrative using visuals or gestures. <b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.
Theatre	<b>3. Directing.</b> Students will rehearse and stage dramatic works.	<b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. <b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.
Theatre	<b>4. Technical Theatre.</b> Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.	<b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.
Theatre	<b>5. Critical Response.</b> Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.

## THE ARTS

Sub-Strand	Standard	Every Child Ready Standard(s)
Visual Arts	<b>1. Methods, Materials, and Techniques.</b> Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	<b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.
Visual Arts	<b>2. Elements and Principles of Design.</b> Students will demonstrate knowledge of the elements and principles of design.	<b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.
Visual Arts	<b>3. Observation, Abstraction, Invention, and Expression.</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>ATL.8.E</b> Plans simple steps for future activity goal.
Visual Arts	<b>4. Drafting, Revising, and Exhibiting.</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Visual Arts	<b>5. Critical Response.</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.

[illegible]A grid of dots with a stylized sun in the top right corner. The sun is composed of a central circle and several radiating lines of varying lengths, some solid and some dashed. The grid of dots is composed of small, light gray circles arranged in a regular pattern. The sun is located in the upper right quadrant of the grid.

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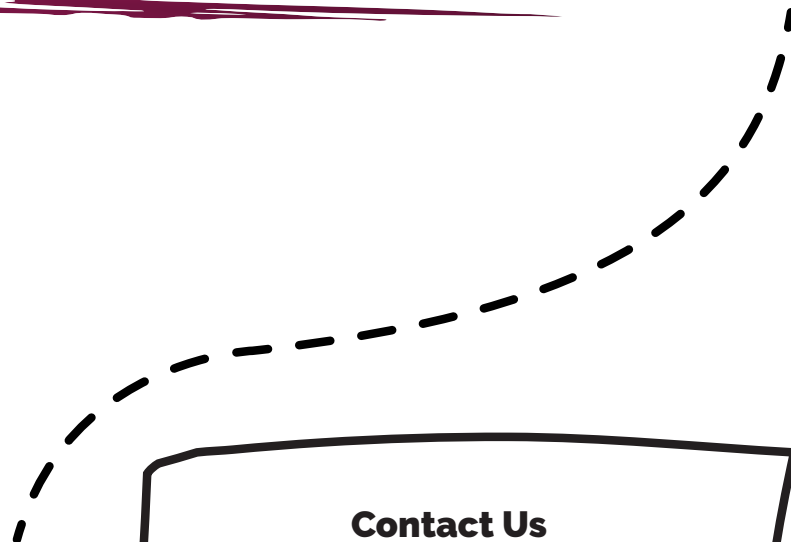




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